

Peabody Education Fund.

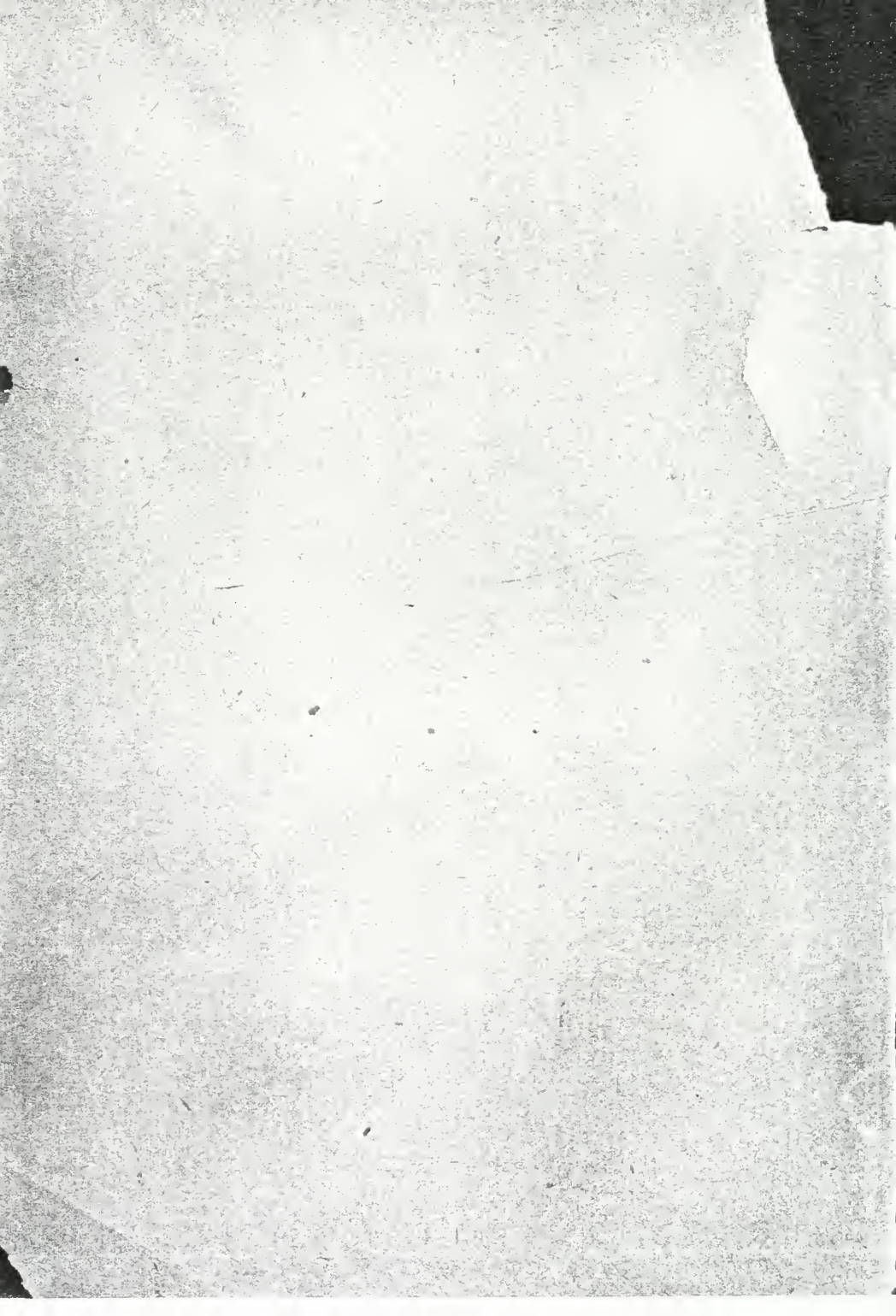
PROCEEDINGS OF THE TRUSTEES

AT THEIR

THIRTY-THIRD MEETING,

NEW YORK,

4 OCTOBER, 1894.



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WITH THE

ANNUAL REPORT OF THE GENERAL AGENT,

HON. J. L. M. CURRY.

CAMBRIDGE:

UNIVERSITY PRESS: JOHN WILSON AND SON.

1894.

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TRUSTEES
OF THE
PEABODY EDUCATION FUND.

THE BOARD AS ORIGINALLY APPOINTED
BY MR. PEABODY.

- Hon. ROBERT C. WINTHROP *Massachusetts.*
*Hon. HAMILTON FISH *New York.*
*Right Rev. CHARLES P. McILVAINE *Ohio.*
*General U. S. GRANT *United States Army.*
*Admiral D. G. FARRAGUT *United States Navy.*
*Hon. WILLIAM C. RIVES *Virginia.*
*Hon. JOHN H. CLIFFORD *Massachusetts.*
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Hon. WILLIAM M. EVARTS *New York.*
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*CHARLES MACALESTER, ESQ. *Pennsylvania.*
*GEORGE W. RIGGS, Esq. *Washington.*
*SAMUEL WETMORE, Esq. *New York.*
*EDWARD A. BRADFORD, Esq. (resigned) *Louisiana.*
*GEORGE N. EATON, Esq. *Maryland.*
GEORGE PEABODY RUSSELL, Esq. (resigned) *Massachusetts.*

TRUSTEES OF THE PEABODY EDUCATION FUND.

(Continued.)

The vacancies created by death or resignation have been filled by the election of:—

*Hon. SAMUEL WATSON	<i>Tennessee.</i>
*Hon. A. H. H. STUART (resigned)	<i>Virginia.</i>
*General RICHARD TAYLOR	<i>Louisiana.</i>
*Surgeon-General JOSEPH K. BARNES, U.S.A.	<i>Washington.</i>
*Chief-Justice MORRISON R. WAITE	<i>Washington.</i>
Right Rev. HENRY B. WHIPPLE	<i>Minnesota.</i>
Hon. HENRY R. JACKSON (resigned)	<i>Georgia.</i>
Colonel THEODORE LYMAN (resigned)	<i>Massachusetts.</i>
*Ex-President RUTHERFORD B. HAYES	<i>Ohio.</i>
*Hon. THOMAS C. MANNING	<i>Louisiana.</i>
*ANTHONY J. DREXEL, Esq.	<i>Pennsylvania.</i>
Hon. SAMUEL A. GREEN	<i>Massachusetts.</i>
Hon. JAMES D. PORTER	<i>Tennessee.</i>
J. PIERPONT MORGAN, Esq.	<i>New York.</i>
President GROVER CLEVELAND	<i>Washington.</i>
Hon. WILLIAM A. COURTENAY	<i>South Carolina.</i>
*Hon. CHARLES DEVENS	<i>Massachusetts.</i>
*Hon. RANDALL L. GIBSON	<i>Louisiana.</i>
Chief-Justice MELVILLE W. FULLER	<i>Washington.</i>
Hon. WILLIAM WIRT HENRY	<i>Virginia.</i>
Hon. HENDERSON M. SOMERVILLE	<i>Alabama.</i>
Hon. WILLIAM C. ENDICOTT	<i>Massachusetts.</i>
Hon. JOSEPH H. CHOATE	<i>New York.</i>
*GEORGE W. CHILDS, Esq.	<i>Pennsylvania.</i>
Hon. CHARLES E. FENNER	<i>Louisiana.</i>
DANIEL C. GILMAN, LL.D.	<i>Maryland.</i>
Hon. GEORGE PEABODY WETMORE	<i>Rhode Island.</i>

Hon. J. L. M. CURRY, *Honorary Member and General Agent, 1736 M Street, Washington, D. C.*

(To whom communications are to be addressed.)



PROCEEDINGS
OF
THE TRUSTEES OF THE PEABODY
EDUCATION FUND.

THIRTY-THIRD MEETING OF THE TRUSTEES.

NEW YORK, October 4, 1894.

THE Trustees met at the Fifth Avenue Hotel this day, October 4, at 12 o'clock, noon.

There were present: Mr. EVARTS, the First Vice-Chairman, and Messrs. WHIPPLE, GREEN, PORTER, MORGAN, FULLER, HENRY, SOMERVILLE, ENDICOTT, CHOATE, FENNER, and GILMAN; and Dr. CURRY, the General Agent.

The records of the last meeting were read and accepted, when a prayer was offered by Bishop WHIPPLE.

Dr. GREEN, the Secretary, read the following address by Mr. WINTHROP, the Chairman, who had expected to be present on the occasion and to have delivered it in person, but who was prevented at the last moment from attending the meeting:—

GENTLEMEN OF THE PEABODY BOARD OF TRUSTEES:

YOU will not have forgotten that when we met here, on the 6th of October last, it was my sad duty to make formal announcement for our records of the deaths of four

of our most distinguished and valued associates, — Governor Hamilton Fish of New York, Ex-President Rutherford B. Hayes of Ohio, United States Senator Randall L. Gibson of Louisiana, and Anthony J. Drexel, the eminent banker, of Pennsylvania. Appropriate tributes were paid to their memories, and the vacancies which their deaths had created in our Board were filled by the election of the Hon. Joseph H. Choate of New York, Hon. Charles E. Fenner of Louisiana, President Daniel C. Gilman of Maryland, and George W. Childs, Esq., of Pennsylvania. All of these gentlemen accepted the invitation to join us, and were enrolled as members of our Board. Three of them are present with us this morning, and I welcome them personally and officially to our Council.

But one of the four, alas! is not here to take his seat. George W. Childs died at Philadelphia on the 3d of February last, and it is only left for us to give expression to our respect for his character and our sorrow for his loss, and to proceed to fill the vacancy which his lamented death has occasioned.

Of Mr. Childs, I can honestly say that few selections of members of our Board from the beginning have afforded me more personal satisfaction and gratification than his. Exactly twenty years my junior, — for our birthdays, as he often reminded me, were on the selfsame day of the month of May, — he was young enough to wait until Charles Macalester and Anthony Drexel had served their time and passed away; but I had long looked forward to his becoming a Peabody Trustee, and remaining one to the end of the Trust. He was a special admirer, as well as a personal friend of Mr. Peabody, who, not long before his own death, had given him one of his large portraits in remembrance of their friendship. Nor will it be forgotten by any one present on the occasion, that more than twenty years ago,

when our Annual Meeting was held in Philadelphia, in 1871, Mr. Childs gave us a sumptuous banquet, with more than a hundred guests, including all the most eminent men, political, mercantile, military, literary, and ecclesiastical, of Pennsylvania. He was peculiarly a man of the George Peabody type, full of benevolence and beneficence, always devising, and always doing, good and liberal things, and whose philanthropy and hospitality were known far and wide, at home and abroad. How many eminent and noteworthy persons of our own country, and of almost every other country, he has delighted to welcome and entertain in Philadelphia and at Bryn Mawr! Meantime, what a liberal and loving provision he was continually making for the poor of his neighborhood, and especially for the printers, among whom, like Franklin, he was proud to include himself! He will be remembered abroad by his windows in Westminster Abbey and St. Margaret's, or his Shakespeare Fountain at Stratford-upon-Avon, or his Reredos in Winchester as a memorial to good old Bishop Ken. But at home, loving-kindness has, if I mistake not, been inscribed on the tablet to his memory at Elberon, as his chief characteristic. His provision for a decent burial and grave for the poor printers and their apprentices will be recalled with a tenderness which painted windows and marble fountains, however appropriate and appreciated, will fail to excite. I might dwell on his contributions to the press, as the proprietor and editor of the "Ledger," as one of the biographers of his special friend, General Grant, and as the writer of many interesting and pleasant recollections at home and abroad, but I leave all further notice of him to others on this occasion, and turn to a few words on the great work in which we are associated.

I need not detain you long, however, by any review of what has been accomplished by our Trust during the

past year. The Report of our untiring General Agent will immediately follow these introductory remarks, and will furnish the authentic details of all that has been done under his own vigilant supervision, — without which, indeed, nothing has been done. The year has in many other ways been a most discouraging and depressing one. To say nothing of the intensely exceptional heat of some of the latter months, and of the drought which has so much impaired not a few of our crops, there have been peculiar causes of disquietude for every patriotic heart. The protracted and almost interminable wrangling of Congress as to free trade and protection, and the long uncertainty as to what might be the outcome of this untoward struggle, the depression of almost all values, the derangement of so many branches of industry and so many channels of transportation and travel, the gathering and marching around the Capitol at Washington of so many idle and unemployed men, dissatisfied with their condition and wages, the organized railroad and labor strikes in the near as well as in the far-off Western States, with the avowed design to overawe the Government, if not absolutely to overthrow everything like law and order, — have occasioned apprehensions and alarm which could not easily be repressed, and which ought never to be forgotten. Alarms and apprehensions are happily at an end for the present, and our rulers and our people have shown themselves ready and able to confront and effectually crush all movements looking toward rebellion and anarchy. A lesson, however, has been given, to be carefully studied, and dangers in the future have been revealed, we trust to be seasonably guarded against.

Meantime, we may well rejoice that the great cause of popular education, so far as it is in our hands, and which is the basis of all our best hopes for the future, has met

with no check. In the whole wide field over which our own work extends, there has certainly been seen nothing but successful and most encouraging progress. In our early efforts we were specially called to contend against illiteracy ; but illiteracy has gradually yielded, and is still steadily and surely yielding, to our free common-school system.

The time has not quite yet arrived, Gentlemen, for reviewing the full work of the Peabody Trust. Its earlier years, under the General Agency of Dr. Barnas Sears, were employed in the establishment and development of this free common-school system in all the States over which our Trust extended. In these latter years, under our present General Agent, our attention and our efforts have been mainly directed to the higher education, and especially to the training of teachers. The Summer Institutes have been, and still are, among our most effective agents in this line, and they have been rendered more and more effective from year to year by Dr. Curry's careful supervision. Meantime, important and permanent institutions have been established in more than one State by means supplied annually from our own Peabody Fund, or under our immediate instigation and influence. Of these, our grand Normal College at Nashville, Tennessee, stands foremost. Of this it will be enough for me to say here now, what was said of it by its accomplished and eminent President, Dr. William H. Payne, in his memorable Address at the ceremonies of the Peabody Normal on the 11th of May last (1894): "One word more, and I am done. This college year is very near its close, and at its very close I feel sure I can say what I know is true now, that in all important respects this is the very best year in the history of the Peabody Normal College since I have known it; and when I have told Mr. Winthrop this fact, I think

it will be the crowning happiness of his Eighty-Fifth Anniversary."

Could I be assured that Dr. Payne's health was as well cared for as that of the institution over which he so ably presides, I should have nothing more to ask of the local Trustees with whom he is associated.

Another of the important institutions which have been established under our influence, and which have received material help from our funds, is the "Sam Houston State Normal School" at Huntsville, Texas. The latest Report of this thriving and excellent Institute gives the following account of its rise and progress: "At the earnest solicitation of Hon. George Peabody and Hon. Robert C. Winthrop, — Dr. Barnas Sears, General Agent of the Peabody Education Fund, spent the winter of 1878-79 in Texas, laboring earnestly to aid in creating an efficient school system for Texas, destined soon to become, as they fore-saw, the Empire State of the Union. One of the results of his labors . . . was the establishment of the Sam Houston Normal Institute. . . . The institution is greatly indebted, not only for its establishment, but also for its continued success, to the liberality of the Trustees of the Peabody Education Fund, the General Agents, Dr. B. Sears and Dr. J. L. M. Curry, having done everything possible to foster and build up a Normal School worthy of the great State of Texas."

The importance of this institution to our national educational system may be estimated by the fact that the aggregate enrolment of pupils during fifteen sessions or years is set down in this latest Report as having been 3,945, — while the total enrolment of both sexes in this Institute for the last year (1893-94) is 525.

The Annual Report of the Local Board of Directors, dated in May last, contains the following paragraph:—

“The year has been one of unexampled growth and prosperity. Five hundred and twenty-five students have been enrolled, being an increase of one hundred and seventeen over the preceding year.”

I pass to two other most interesting and admirable institutions, both of which have received annually some substantial aid from our Treasury. They are the Tuskegee Normal and Industrial Institute, under the Presidency of Mr. Booker T. Washington, at Tuskegee, Alabama; and the Hampton School in Virginia, so long ago founded, and so ably and continuously conducted, by our late lamented friend, General Samuel C. Armstrong. The latter institution is both for Indians and negroes. The former is for negroes only. Both of them have done very important work in their own lines, and it is to be earnestly hoped that both may go on prospering and to prosper.

But I may be pardoned for dwelling longer on the Training College, which was organized as a school by President D. B. Johnson, in November, 1886, and which has now been conducted by him at Columbia, South Carolina, until it has been adopted by the State, under the name of “The Winthrop Normal and Industrial College of South Carolina,” for the higher education of woman, and especially for the training of female teachers.

It is now in process of being moved to Rock Hill; and a spacious and elegant building will be completed for its reception in the course of the next year. The Superintendent of Education in South Carolina, Hon. W. D. Mayfield, says in his report to our General Agent, that “it will be the largest Woman’s College of the kind in the Union.” The Proceedings on the laying of the corner-stone, with the eloquent address of Governor Tillman, the vigorous oration of Mr. Jones, the Speaker of the South Carolina House of Representatives, and the striking Dedicatory

Ode of Professor St. James Cummings, of the Citadel Academy, have been printed and circulated far and wide; and they have given an interest and an impulse to women's education in South Carolina which can hardly be exaggerated. The College at Rock Hill will co-operate with the Clemson College at Fort Hill, and our own great Peabody College at Nashville, in securing all the education for both sexes as teachers which can be called for at any early day. We cannot but remember with pride that President D. B. Johnson, in his Annual Report, in December last, has recalled the fact that this College, now in the way of becoming so conspicuous, so important and destined to such high ends, was originally organized in 1886, *through financial aid from the Peabody Board*, and that it may thus be primarily counted among our own work.

An article in the August number of the "New England Magazine" says that "the history of the higher education of women covers barely a century. The way-marks of its progress are easily recited. The Troy Seminary under Mrs. Willard, Miss Beecher's School at Hartford, the Georgia Female College at Macon, and others of this type; Mount Holyoke and Elmira, marking a distinct advance; Vassar representing a still higher plane; this followed by Smith, Wellesley and Bryn Mawr; until the Harvard Annex and co-education in the Universities form what one would call the brilliant close,—except that in human progress there is no close: it is a story without an end." But surely South Carolina is not to be omitted from having made one of the most important and conspicuous contributions to this "brilliant close," if so it is to be called, as we by no means agree. The higher education of woman and her contribution to the education of the country are only in their beginning, and their results remain to be developed. South Carolina may well

be proud of the part she is taking in a cause which can have no close in our day and generation. But I will detain you no longer from the pleasure of hearing the Report of our General Agent, Dr. Curry.

Mr. EVARTS expressed his deep regret at the enforced absence of Mr. WINTHROP, who so rarely misses a meeting, and who always gives such a clear and concise survey of the work of the great Trust. He welcomed the three new Trustees of the Board, — Messrs. CHOATE, FENNER, and GILMAN, — who were now present for the first time, and he also paid a fitting tribute to the memory of Mr. CHILDS, who had died since his election last October.

At the conclusion of Mr. EVARTS'S remarks, on motion, it was voted that Bishop WHIPPLE, Governor PORTER, and Mr. MORGAN be a Committee to prepare a minute for the records in relation to Mr. CHILDS.

On motion of Mr. HENRY, it was —

Voted, That the Board wish to record their deep regret at the absence of their beloved and venerable Chairman, the Hon. ROBERT C. WINTHROP, on account of feeble health. They sincerely hope that the cause of his absence may be only temporary, and that in the future they may have the honor, pleasure, and profit of his presence.

Dr. CURRY, the General Agent, presented his Report, which was accepted and ordered to be printed as usual.

REPORT OF HON. J. L. M. CURRY,

GENERAL AGENT.

To the Trustees of the Peabody Education Fund:

DURING the past two years there has been much activity in the discussion of educational questions. The wisest educators have been much dissatisfied with the wastefulness in time, money, and opportunities, the disproportion between means and results, and the unscientific processes and courses of study which had apparently become fixed and unimprovable. In the period mentioned, there has been a most profitable revival of interest in the whole range of education, from the kindergarten to the university. A committee, growing out of the National Educational Association, known as the Committee of Ten, has elicited a series of papers, which constitute a valuable treatment of progressive educational work, in the exposure of defects and in showing the proper relation and co-ordination of secondary and higher education. Criticisms and controversies have been in the most liberal spirit; and while divergences of opinion were expected, perhaps desired, many recommendations may be considered as assured.

The question which has been chiefly in issue was as to the educational value of secondary branches and methods, the weakest part of our school system; but it necessarily widened into the nature and limits of elementary, secondary, and higher education, the "comparative educational values of the general branches, and the necessary order of

evolution of said branches, and their adaptation to the several stages of maturity that the pupil reaches in the secondary school." Dr. W. T. Harris thinks that the investigations which have been stimulated will enable us to enter on "a new and more scientific epoch of educational theory and practice."

Running through all the papers is the confession of imperfect or deficient teaching in all departments of work. This is of special interest to the Trustees, as the Fund is now almost exclusively used in the training of teachers. Attention is invited to the Reports of the State superintendents. The Institutes have been conducted with unusual vigor, and in Tennessee and Mississippi have been supplemented by special efforts for the benefit of future conductors of Institutes. What is true of nearly all Normal Schools is painfully true of Institutes. Teachers as well as students are unprepared for professional instruction. On the part of those seeking and desiring the special instruction, a knowledge of the different subjects to be taught should be presupposed. The students in a Normal School, and much more the teachers in Institutes, should have a fair academic knowledge of the various branches of instruction, so that they may devote themselves to strictly professional work, and get a teaching knowledge of subjects, and become masters of the most approved methods. If teachers are to teach in an intelligent and competent manner, they should have had a training above and different from the mere scientific knowledge which they are to impart or awaken a love for. Subsequently, there should be steady growth in professional skill, in knowledge, and in intellectual strength.

The States make slow progress in acting on the principle that superintendents should hold office during good behavior and growing efficiency, and that successful admin-

istrations of school affairs should be continued. Uninterrupted tenure and "immunity from the demoralizing influences of recurring political contests and from the exigencies of partisan politics" are strong reasons for retaining good superintendents, and refusing to yield to the absurd claim of rotation in office and the consequent contempt for business administration. The school system, in its purely administrative functions, differs in no essential way from a railroad or a bank; and persons in the one, as in the others, should be chosen and retained for ability to render the required service. Whatever may be said of Civil Service Reform in political offices, here surely it needs recognition and acceptance. School systems should be divorced absolutely from politics; and in the analysis of the causes which admit ill-trained and incompetent teachers and superintendents, politics and nepotism would be found to be potential elements.

Since our last meeting the General Agent has accepted invitations to address the Legislatures of Georgia, Mississippi, and Louisiana. On these and other public occasions an effort has been made to raise the standard of citizenship by insisting that pupils in schools sustained by compulsory taxation should be carefully instructed with reference to the obligations of citizenship. It should be an American maxim that good government is attainable only through good citizenship. The frequency of lawlessness in different parts of the country, and the tendency to exploit destructive dogmas, show a failure to understand that personal liberty, the right to labor for reward, to hold property, are dependent upon the restraints and the protection of equal and stable laws. Popular government and individual freedom do not mean that the will of the majority of State or Nation, whenever, wherever, however expressed, is to be accepted as having the sanction

or authority of law. For a stronger reason, the will of a neighborhood or of a class is lacking in all the essentials of judicial procedure, or of rightful executive and legislative action. Whether laws be insufficient, or wrong, or oppressive, is not the question put in issue by mobs and riots. One might concede all that is asserted by the discontented as to inequality of rights and privileges, as to governmental discriminations, as to the law's delay and the escape of the guilty from merited punishment, and yet insist that law must be enacted, adjudicated, and executed in an orderly, preordained manner, by the deliberate action of the constituted authorities. Law, as it is, as found in organic and legislative statutes, and interpreted by the rightful tribunals, is paramount. The will of every citizen of the United States is not law until that will has been formulated and enacted into statute by the prescribed agencies. Otherwise, our governments are not representative and constitutional, but loose democracies.

School-children should be taught the rights and the concurrent duties and responsibilities of co-equal citizens; that civil servants are the agents of the people for the public good; that law, properly enacted and enforced, is the only basis of security and order; that illegal means to an end is a retrogression in civilization and freedom, and that each citizen is to be the guardian of the rights of every freeman. A pupil should not leave the public school without some clear idea of the obligations of citizenship, and of his individual duty to civil society and to the State. In many schools, Civics is now taught, and Dr. Henry Randall Waite defines it as "the body of knowledge or science which devotes itself to the consideration of citizenship relations, including the reciprocal relations of government and citizenship. Civics seeks to co-ordinate, as parts of an integral science, the essential truths with which the

citizen must be familiar in order to the best use of his powers and privileges."

I need hardly commend to your careful reading the Report of the conscientious, laborious, and scholarly President of the Peabody Normal College. It is so able and complete that little remains to be added. An interesting feature is the partial account of the history of the College as ascertained from the lives of the alumni. When this work is completed, it will be the best demonstration of the invaluable benefits of the Institution. Much attention has been given, in past years, to the physical development of the students, and with marked beneficial results. This body-building is intimately allied with mental and moral edification. The gymnastic appliances of the college are meagre, and I venture to suggest such co-operative action between the State of Tennessee and our Trustees as will secure a more suitable building, better appliances, and such conveniences as are absolutely required. The eighty-fifth anniversary of Mr. Winthrop was celebrated in the chapel by offerings of spring flowers, songs, and appropriate essays and address. *The last was handsomely printed, and sent to the Trustees and to many other friends of our beloved Chairman.

WEST VIRGINIA.

The Hon. Virgil A. Lewis, the Superintendent, says :—

"Our Institute work this year has been the most successful in the history of our State. A uniform course of Institute work for the entire State has been prepared as per your suggestion of last year. Instructors made themselves familiar with it, and the result in popularizing the work is seen in the fact that we have an increase in the attendance of 1894 over that of 1893, the surprising number of 1,322, a number exceeding any previous enrolment in the State by more than 1,200.

“A new era, marked by earnestness and zeal on the part of the teachers, and of a healthy public sentiment on the part of the people, is now upon us, and much, very much, of this good work which has come upon us is due to the liberality of yourself and trustees with whom you are associated. On behalf of our people permit me to express sincere thanks for the generous contributions which have come to us from you. Our State Normal Schools continue to grow in popularity, and there is an attendance of 991 students.”

Dr. A. D. Mayo, so gratefully known for his long-continued and most valuable services in the cause of Southern education, has made a number of lectures and addresses during the year, and he has given me most cheering account of the condition of public schools.

ARKANSAS.

The State Superintendent, Hon. J. H. Shinn, reports two Normal Schools with a session of nine months each, twelve District Normals with sessions of three months each, and eight District Normals with sessions of one month each, in which 1,525 pupils were enrolled. The State contributes \$3,000 to the support of the District Normal Schools, for white and black, and \$5,000 for the colored Normal School at Pine Bluff. “This is an excellent school, and its session of nine months made it impossible for me to maintain another long term school for that race;” but four schools were opened for three months, and they reached about 325 teachers. “This, added to the number at Pine Bluff, will show about as great a number, in proportion to census population, in attendance upon these training schools as upon the white Normal Schools. Besides the work above stated, each examiner is required to hold an Institute of ten days each year, upon whose sessions each teacher is required to attend, and for which

he is allowed his time. During the last year, more than 5,000 teachers were found in these short schools. The interest throughout the State is much greater than ever with reference to the improvement of teachers. The two permanent Normal Schools projected by this Department have closed their second year. There were thirty-six graduates this year, and they will enter at once upon the work of teaching.

“The long term District Normal Schools are very helpful. Three months' contact with books under skilful instructors gives the rural teachers a much greater ability to teach successfully than did the old-time two weeks' school. The regular Normal School course of study, modified to suit the shortened time, was applied to these schools with successful results.

“The fact that our teachers are improving is attested by the examinations throughout the State and the growing demand for more schools and longer terms. It is also well attested by the high rank the State took at the World's Fair in the educational department. The pupil work took high rank, and placed the State among the first of the country for work actually done.”

VIRGINIA.

The Hon. John E. Massey, Superintendent of Public Instruction, writes:—

“PEABODY SCHOLARSHIPS. — At the close of the college year, ten scholarships expired by limitation; and these vacancies will be filled on the result of the competitive examinations held July 20. The number of applicants for these vacancies was forty; twenty-eight took the examination. The addition of Geometry and Latin was unexpected to many, and hence the results of the examination are not as satisfactory as in past years. These scholarships are growing in favor with school

authorities, and with young men and young women — teachers and prospective teachers — who are seeking the best professional preparation. I have constantly sought to bring the scholarships to the favorable attention of a desirable class of worthy persons, and my efforts have been effectively seconded by a devoted alumni. I have also endeavored to assist graduates of the College in obtaining positions in the public schools of Virginia.

“STATE FEMALE NORMAL SCHOOL. — The tenth session of this school was highly successful. Two hundred and sixteen students were enrolled in the Normal department. During the year, departments of industrial work and of physical culture were established, and the corps of teachers enlarged by the employment of assistants. The public estimate of this institution is reflected by the action of the Legislature in increasing its annual appropriation from \$12,000 to \$15,000.

“HAMPTON NORMAL AND AGRICULTURAL INSTITUTE. — The number of pupils enrolled in the different departments of this school during the year was as follows: in Normal School, 294; night school, 276; Indian school, 89; Whittier Training School (not boarders), 370, — total, 1,029. This institution has made substantial progress during the year, despite the general depression. Under the guidance of the worthy successor of the lamented founder, the work of the several departments has been vigorously prosecuted along the lines so well defined by him. The School is, in truth, an inestimable blessing to the colored race, as it would be to any other race. Its graduates, scattered through the Southern States, with the eye of *Alma Mater* upon them, are heroically doing their part in executing the mission of the school, — uplifting the colored race.

“VIRGINIA NORMAL AND COLLEGIATE INSTITUTE. — During the year, three hundred and thirty-one students were enrolled, one hundred and forty-one of whom matriculated in the Normal department. Raising the standard of admission reduced the number in attendance. The school continues to do good work. The President informs me that eighty-five per cent of the graduates are regularly employed as teachers in the public schools of the State.

“INSTITUTES. — The several Summer Normals closed their sessions with results that encourage the hope that their practical utility will be more generally recognized by the public and the law-makers.

“They were conducted under the direction of the State Board of Education. The financial maintenance of these schools comes from an appropriation of \$2,500 made at the last session of the Legislature, and a supplementary appropriation granted by the Peabody Fund. In previous years the entire support of these institutions was borne by the latter fund; but the people generally demanded a more liberal recognition of the worth of these schools in giving greater skill and efficiency to the thousand of teachers who were training in morals and letters the youth of the State.

“The Board decided to establish six institutions in addition to the Summer Normal at Petersburg, and to locate them so as to be accessible to the largest number of teachers.

“The practical workings of previous summer schools were not altogether satisfactory. This want of higher efficiency was due to the lack of system, continuity, and thoroughness. To correct these deficiencies was the first work of the Board. A course of study was carefully considered and outlined. A corps of qualified instructors were secured, and each was especially informed of the plans of the Board. From nearly every section of the State, petitions came for the establishment of the Summer Normals.

“Despite their meagre salaries and short terms, a goodly number of teachers made the sacrifice involved in attendance upon the Normals: white teachers, 1,140; colored teachers, 530.

“The course of instruction, including the reading course prescribed, covers three years. The first year of the course was given this year, and proved well adapted to the wants of teachers. The best methods of teaching were exemplified in the work of the instructors. Lectures and addresses on educational topics outside of the subjects taught were made by eminent educators and others interested in the work.

“The preparation of the course of study, selection of instructors and places, and making other arrangements necessary for

the conduct of the Normals, greatly increased the work of the Department of Public Instruction ; but the results attending the efforts made are very gratifying to the friends of the schools.

“ On my invitation, the Department of Superintendence of the National Educational Association held its Annual Meeting in Richmond last February. The presence of this body of distinguished educators in our midst was very inspiring to our school officers, teachers, and citizens, and the proceedings were highly profitable to all who attended the meeting.

“ I cannot close this Report without again expressing our admiration of your unselfish devotion to the cause of public education, and our deep gratitude for the distinguished service rendered us in connection with the passage of the Institute bill, to say nothing of your cheerful responses to every call made upon you in behalf of the cause.”

GEORGIA.

The Legislature promptly amended a defect in the law so that the salaries of teachers might be paid without injurious delay. It is to be regretted that the body refused an appropriation for Teachers' Institutes, and thus cut the State off from our help in that direction. The Commissioner, Hon. S. D. Bradwell, had been most earnest in asking State aid. The faithful and energetic President of the Normal and Industrial College at Milledgeville reports : —

“ Last session one hundred and fifty-eight young women were enrolled in the Normal Department. They came from eighty-nine different counties in Georgia, and constituted nearly one-half of the entire student body. Seventy-two of the number had already had more or less experience in teaching, and fifty-four of them paid all of their expenses at the College with money earned by themselves as teachers in country schools and elsewhere. The Normal course extends through four years, and embraces, besides the professional studies, those common-school literary and scientific branches that it is most important for a teacher to know. The Normal Department has connected with

it a perfectly organized, splendidly equipped Model School, of eighty children, from six to thirteen years of age, divided' into classes equivalent to the first six grades in the best city school systems. The two excellent training teachers who have charge of the Model School are paid entirely by the Peabody Fund, and but for this help the College would be deprived of this invaluable adjunct to its Normal work. Though the Georgia Normal and Industrial College has been in existence only three years, over one hundred of its students — graduates and undergraduates — are now teaching or have been teaching school. The graduates of its Normal Department are beginning to be much sought after as teachers, and little difficulty is found in procuring eligible positions for them. At the next meeting of the State Legislature, an earnest effort will be made to get a bill passed admitting men as well as women to this Normal School. As the law now stands, only women are admitted."

FLORIDA.

Hon. W. N. Sheats reports that he held —

"Five summer schools, each running two months, and each with a department for white and for colored. The Principals and assistants are now all engaged in work in Florida; they have come to us, most of them, from the best institutions of other States. All of them are men or women of learning and ability, experienced and fully abreast of the educational spirit and thought of the age. No local nor personal influence had anything to do with the selection of a single one of them. They were selected solely for their fitness for the work required by the exigencies of the time and circumstances. They did faithful, efficient work, every one of them. The instructors divided their time cheerfully between the white and colored departments, giving to each the same time and attention. The colored teachers felt complimented and freely expressed their gratification at the interest manifested in their welfare by their white instructors, and that they had the same talent to instruct them as had the whites. For the first month the attendance was 483 white and 405 colored, something over forty per cent of all the teachers in Florida.

"I visited the different schools, spending a week in each, observing and taking part in the work. I was much gratified at the earnestness and enthusiasm everywhere displayed by both instructors and teachers. The work, carefully planned out beforehand by the Committee of Principals, consisted in professional and academic work; the latter, of course, just at this stage of our advancement, greatly predominating. I confidently believe, and in this opinion am sustained by the intelligence of the State, that no wiser disposition of the Peabody contribution could have been made, than that of this year's work in Florida. The actual results were beyond my fondest anticipations.

"On the part of myself, I thank you for courtesy, kind treatment, and valuable suggestions, and in behalf of the State and the teachers, I wish, through you, to thank the Trustees for their liberal and most useful donation."

ALABAMA.

The Hon. I. G. Harris, the laborious and enthusiastic Superintendent, writes: —

"In compliance with your request, I submit my report of Teachers' Institutes and Summer Schools in Pedagogy, for this scholastic year. It is very gratifying to be able to say that the present year has been more successful and satisfactory along these lines than any of the three previous years. While the amount of money expended has been less than heretofore, the results have been greater. Teachers are becoming interested in this kind of work, and Institute conductors more efficient and progressive: so that Institutes, instead of being a bore and a burden, are interesting and instructive. The only hindrance in the way of a much larger attendance is the want of funds to pay board and railroad expenses." Institutes, under competent conductors, were held in different parts of the State, at twelve or fifteen points, for white and colored teachers. The attendance was good, and the results were satisfactory.

"From this report you will see that we have not been idle. Teachers of both races are becoming enthusiastically interested in their work, and those who have been regular attendants upon

these Institutes for the past four years have developed into effective and progressive instructors, who magnify their office, and are pushing aside the indolent fellow who takes no part in them. The colored teachers are making marvellous progress. The great body of them are students. They are not satisfied with what they know, but are striving to perfect themselves and reaching forward into unexplored fields. They take a deep and lively interest in all educational gatherings. I have just closed a lecturing tour among the teachers and preachers in the 'Black Belt,' delivering two lectures, one in the day and the other at night; and I have never seen a people more eager to hear and learn, and in all my previous work I have not been more gratified. Better attention could not have been given. At no place was there the least indecorum or misbehavior. This tour satisfied me fully that the negro, in order to attain to his highest possibilities, needs only to be instructed by those in whom he can put confidence as his friends and advisers. There can be no more important work in the South educationally than the instruction of the negro in his duties as a citizen and as a producer and consumer.

"This has been a red-letter year in Normal School work in Alabama. The four Normal Schools for white teachers, located at Florence, Troy, Jacksonville, and Livingston respectively, have done a magnificent work. From each has been graduated a fine class of teachers, who are being sought after in all parts of the State, and will be added to our teaching force during the coming year. These institutions are giving to the State a class of teachers whose influence for good is being felt wherever they engage in teaching. Our State Legislature did the wisest thing they could have done when they established these Normal Schools. The only unwise part of their action was, the appropriations were too small. Wherever these taught teachers conduct schools, they give an uplift to educational matters, and kindle a fresh zeal in the minds of the people. Teachers who are fully equipped to teach by these Normal Schools find no trouble in securing positions, while the un-normal taught are being pushed aside and left in the rear. The Normal Schools for the colored people, located at Montgomery, Tuskegee, and

Huntsville, are doing a most satisfactory work in equipping teachers for teaching. It has been my pleasure to attend some of their Commencement exercises and examinations, and I am sure the State is proud of what it has done for the colored race. The progress of the negro educationally is no longer an experiment, but a demonstrated reality. He has brain-power and manhood, and can be developed into high civilization and Christian enlightenment.

“Our educational demands in this State are receiving more attention from the masses than at any time in my knowledge. This augurs well for our people. On the 30th of November I will retire from the office I now hold. On my induction into office I found much to do in laying plans for the further development of our educational system. I had to put myself in touch and in co-operation with 66 county superintendents, 1,400 township trustees, 5,000 teachers. To acquaint myself with the educational wants and needs in the various counties and communities was very difficult. This I accomplished in a large measure, and I now have the conscious satisfaction of having done the very best I could.

“Let me most cordially thank you for your many acts of kindness and the deep and active interest you have taken in our educational matters. Please bear to the Trustees of the Peabody and Slater funds the thanks of this State for the donations set apart to us from the funds they represent.”

MISSISSIPPI.

The enthusiastic and efficient State Superintendent, Hon. J. R. Preston, makes a full and interesting report, from which some paragraphs are extracted : —

“The summer of 1894 has been one continued season of educational work in Mississippi. In 1893, we held two Peabody Institutes for each race, with an attendance of 912. In 1894, the Legislature was induced by your able address to appropriate \$1,500 to supplement the Peabody Fund, and the towns contributed \$600 besides, and we were enabled thereby to hold five

Summer Normals, of four weeks each, for the whites, and four, of five weeks each, for the colored teachers. The attendance was 1,284 whites, and 635 colored: a total of 1,919, — more than double that of 1893.

“The Normal at the University was designed for teachers of our town graded schools. Dr. J. H. Phillips, Superintendent of the Birmingham public schools, was Director, and conducted the work in the most satisfactory manner. With his assistants he outlined and developed the whole scheme of graded schools, and presented our teachers with the latest and best methods of organizing and conducting town schools. Within the past six years nearly all of our town schools have been established, and being yet in a formative state, they need the best models as guides in their development. The work at the University Normal was much more systematically pursued this year than last. The teachers realized their needs, and eagerly grasped the instruction offered. They were seeking improvement, and nothing could divert them from the main purpose. The apparatus and other equipments of the University were used freely and effectively. Chancellor Fulton arranged local details for the comfort and convenience of all.

“The State Teachers' Association held its annual session at the University at the close of the Normal. Through a committee of leading High School Principals a course of secondary study was prepared, and adopted by the Association, to be used in all the High Schools in the State. This course, while not so extensive as that recommended by the Committee of Ten, will bring our schools to uniformity in their preparatory work. Most of our High School Principals were present and pledged themselves to adopt this course and put it into use at once. Mississippi is the first State to follow the recommendation of the Committee of Ten in the adoption of a uniform course of High School work.

“The other Normals were under able and carefully chosen conductors, who, with competent assistants, did most faithful and efficient work. One of them, Professor Rose, of the Peabody Normal College, says, ‘I have never seen so many inspired with a yearning for the higher life. This is the test of work. The results are already being manifested in an express determination

on the part of a large number to seek the advantages of higher institutions of learning. This is the best fruit an Institute can bear.'

"The colored race were amply provided for this year. All the instructors were white. The negroes themselves prefer competent white instructors. I selected the instructors with great care, choosing only such as were capable and of the proper spirit,—men who believe in educating the negro race, and who are willing to help them in their efforts. The negroes in Mississippi are making good progress. Under our strict uniform examinations, 596 make first-grade licenses. There is no end to the persistency with which they seek to better their qualifications. They make sacrifices of any kind, and spend their money cheerfully for education. In one county I found seventeen colored teachers in a county Institute, and all but one had been to college. It was an interior county, and all but three were natives of the county. They teach in the summer, and attend college in the winter. Their persistency deserves commendation, and is bound to result in great progress.

"COUNTY INSTITUTES AND CONDUCTORS' SCHOOL.

"Dr. Joseph Baldwin, of the University of Texas, was employed to hold our Conductors' School at the University, while the Normal was in session there. It continued two weeks, and was attended by twenty-four teachers who had been selected by the State Board of Education to conduct the county Institutes after the Summer Normals were finished. Most of these men were in the service last year, and had the benefit then of two weeks' instruction under Professor Greenwood and Chancellor Payne. Dr. Baldwin's service was a deep inspiration to them. In addition to his lectures on 'Psychology applied to the Art of Teaching,' Dr. Baldwin conducted a series of round-table conferences on the work outlined in the official Institute syllabus. Thus the practical features of Institute work were brought forward, considered, discussed. The experience of each was laid upon the table and dissected in this Institute clinic. The three practical aims of this year's Institutes were,—(a) Extension of the terms of country schools; (b) Preparation for grading the coun-

try schools ; (c) Organizing in each county a Teacher's Lyceum, — to include those teachers who will agree to enter upon a three years' course in the Science and Art of Teaching. The Institutes have been held in all the counties. More than four thousand teachers have attended and devoted a week to professional advancement. Educational enthusiasm has been diffused among teachers and people. The benefits of the Peabody Fund have been carried to the hearthstones of the Commonwealth. Lyceums for professional study have been organized in nearly every county ; the teachers and superintendents of many counties have decided to grade the rural schools ; the county levy to extend the term has been pressed vigorously and carried in many places. This is our second year of agitation for longer terms. We have won in some contests and lost in some ; but public sentiment is growing rapidly in favor of the county levy, and I am confident that we will in another year be able to extend the terms in twenty-five or thirty counties. We are fighting for a seven months' term in the country schools. I regard this as the strategic point to be captured before future progress can be made. All our towns have realized the futility of four months' terms, and have provided eight and nine months' terms, and our country people will reach the same conclusion, if the matter is properly and persistently urged upon them. During the summer, in attending the Summer Normals and county Institutes, I have travelled over six thousand miles by rail, and driven more than five hundred miles through the country. I visited twenty-five counties, and in nearly all addressed the people and teachers assembled in the Institutes.

“ We are rejoicing this year in Mississippi because of abundant crops of all kinds, made with two-thirds the usual outlay ; but the chief blessing that has come to the Commonwealth is the mighty impetus to the cause of public education. We may be long reaching the harvest, but it will be golden grain when it comes.

“ Personally and officially, let me thank you for the eminent help you have given us and the Peabody Trustees for the generous appropriation, without which this great educational work could not have been achieved in the State.”

LOUISIANA.

The Legislature, to make more efficient the teachers of the public schools, passed an Act for holding State Teachers' Institutes, and put them in charge of the Superintendent of Education and of the President of the State Normal School. They were empowered to appoint an experienced conductor, who should also perform services in the State Normal School. President Boyd says:—

“While the attendance of teachers was not so large as for the year 1893, the average attendance at each Institute was larger, and the Institutes were of longer duration. The work done by the instructors was excellent, and the spirit manifested by the attendant teachers proved them more appreciative than ever before of the great value of Institutes as teacher-training and school-improving agencies.”

The Hon. A. D. Lafargue, the Superintendent, reports:—

“Prior to the late General Assembly, there had been no State or parish funds set aside by the law for Institutes. The parish Boards of Education furnished voluntarily all the help to assist the Peabody Fund, and without the latter fund no work could have been done. Our people are duly grateful to the Trustees of the Peabody Fund for the liberal donations which have heretofore made this work possible. Our recent Institute law passed by the Legislature appropriates the sum of \$1,500 for Institutes. This, considered with the help of the Peabody Fund, the growing disposition to support Institutes by local appropriations, and the lively interest on the part of the teachers and the people, would seem to warrant the belief that the next two years will bring about an interest in Institutes all over the State, each parish vying with others in providing them.

“I can assure you that at a time when varied and urgent other interests demanded the attention of our legislators, your timely and appreciated visit, and your address before them, had a most valuable effect, in the assistance it rendered the friends of educa-

tion in getting the interests of education fairly and fully urged. The success of the Institute bill proved this. For years we had not been able to secure that appropriation."

Referring to the State Normal School, to which I made a satisfactory visit, President Boyd says :—

"I have the honor to report that the last session of the State Normal was in all respects the most successful in its history. Twenty-nine graduates were sent out, many of whom began teaching as soon as they left the State Normal. The indications are that the attendance for the next session will tax to the utmost the seating capacity of the buildings.

"The General Assembly, at its late session, not only increased the annual appropriation for the support of the Normal, but also appropriated \$15,000 for the erection of additional buildings. These additions could not be made ready for the next session, but will enable the school hereafter to increase in numbers and improve in work."

TEXAS.

The Hon. J. M. Carlisle, Superintendent of Public Instruction, says :—

"The two Summer Normal Schools of Methods held at Galveston and Fort Worth for three weeks were successful in that larger sense that cannot be exhibited by any statistical tables or statements. The work was of the highest order, and was confined in the main to professional topics. The interest was not only well sustained throughout the term, but steadily increased from the first day to the close. The success of these schools of methods will certainly mark the beginning of a new era in the professional improvement of teachers. The greatest imperfection in our Institute work has been that the pressure for instruction in subject-matter and review of text-book matter has made it impossible to give adequate attention to the larger questions of advanced pedagogy and the greater problems of education. The influence has already been felt in emphasizing the importance of this larger

professional work, and Texas will gather rich results from the movement thus begun.

“Of the regular Summer Normal Institutes, beginning July 3, and closing August 3, 57 were held, — 44 for white teachers, and 13 for colored teachers. The number of instructors was: white, 203; colored, 49, — total, 252. The number of teachers enrolled was: white, 3,478; colored, 708, — total, 4,086. The reports of the conductors of the Institutes indicate that the outline of work prepared by this Department was in nearly every Institute either strictly followed or consulted in the preparation of the outlines actually used.

“It is believed that several important objects were accomplished by this outline: 1. Greater uniformity in the work throughout the State was attained. 2. The work was rendered more systematic. 3. As professional topics were interspersed throughout the work, greater attention to them was secured. 4. As only a few topics were assigned for each exercise, it enabled teachers to consult authorities and make preparation for the recitation. Our people can never forget that it was the liberality of the Trustees of the Peabody Education Fund that inaugurated the Summer Institute work in this State many years ago. With each recurring Institute season, the wisdom and liberality of the Trustees in beginning the work and lending assistance to it from year to year are remembered by our teachers with renewed and deepened appreciation.”

President Pritchett, of the Sam Houston Normal School, writes to me: —

“You will note an increase in the number of students during the past three or four years. Our enrolment last year reached 525; our average attendance was probably over 450. I judge the enrolment during the present year will exceed 600. The growth of the school has been surprising; the work done has been very satisfactory. It has been my constant care that the school maintain the character of a Normal School, rather than drop into that of a High School or College. We are doing as thorough work as can be done under the circumstances. Most of it is of

a very high character. For the coming year, the Faculty will consist of fifteen teachers, but we need one or two in addition. The State Legislature has been generous with us, but the growth of the institution has been beyond expectation. The Normal School is growing in popular favor; Normal teachers are going everywhere into the city and country schools of the State. The certificates and diplomas are everywhere received as indications of scholarship and ability on the part of the holders. While we do not neglect subject-matter teaching, we are especially emphasizing in all directions professional training, methods of teaching, school organization and management, and are giving increased attention each year to such training as will fit our pupils particularly for the work they are called to do. In this new, growing State, so cosmopolitan in the character of its population, it is necessary that our Normal School be organized upon a plan somewhat different from the Normal Schools in the older States. I have had constantly in mind the ideal Normal School, and have also kept in view the various demands of the public schools of Texas, and have endeavored to meet these demands, but at the same time to lead to advanced positions. The public-school system in Texas is growing. The financial stringency of the past year or two has affected the schools quite seriously; but the Normal School is an important factor in their growth and condition."

TENNESSEE.

The Superintendent of Public Instruction, the Hon. Frank M. Smith, sends me an interesting report—

"Of the work done in the Institutes of this State during the present summer, especially those known as Peabody Institutes.

"At the Annual Meeting of the County Superintendents it was decided to hold two grades of Institutes,—County Institutes and Peabody or State Institutes: the former to be of two weeks' duration, and to receive such aid as the State Superintendent could give, the counties receiving assistance to defray one half of the expenses; the latter to be of four weeks' duration, and to be made as efficient as possible.

“A course of study for each of these Institutes was prepared, embracing all the studies required to be taught in the public schools of the State, said course of study being divided into two parts each,—the first part to be taught this year, and the second part next year. It was also decided to hold a school of at least two weeks for the purpose of training Institute conductors; and an engagement was made with Dr. W. H. Payne, President of The Peabody Normal College, to take complete charge of the school and manage the same in every particular. It was advertised thoroughly, and held for two weeks.

“The work of the year has been satisfactory beyond my expectations. I am not prepared to say that the County Institutes should be managed exclusively by the counties, and that no aid should be rendered such Institutes by the State; but the County Institutes have done an excellent work,—a work that would not have been done except by State aid. The work has been practically uniform. The syllabus prepared by the Convention of Superintendents was followed almost literally, and the conductors were much better prepared for their work. The School for Conductors was a very important factor, and should be continued for several years. The money expended upon this school will show greater returns than that expended in any other way. The Peabody Institutes did the grandest work that has ever been done in the State. We have reached that period in our educational development when these schools become a necessity. A few years ago, such schools could not have been maintained; but the demand now is for fewer Institutes and longer terms, with a regular course of study, and, as far as possible, a permanent faculty. Permit me to thank the Peabody Board of Trust for the material aid rendered. An earnest effort was made to carry out the suggestions made by you, and I trust the result will be satisfactory.”

NORTH CAROLINA.

Having been largely instrumental in the establishment of the State Normal and Industrial School at Greensboro', the Trustees must feel the liveliest satisfaction at its great

success under its present prudent and able management. As the name indicates, the School combines industrial and normal training, but the latter is the predominating feature, and its aim is to fit women for the profession of teaching, to convert scholars into teachers. To give actual practice in methods, a school of practice and observation has been begun in which the seniors are required to do three hours of work a week, besides attending for observation. 391 students were enrolled during the year.

The Hon. J. C. Scarborough, Superintendent of Public Instruction, has been very active in stimulating a sound educational sentiment. He reports:—

“COLORED NORMAL SCHOOLS.—Franklinton continued in session nearly seven months, and receives annually from the State \$1,500. It enrolled 215; of these, 43 were in the model school of observation and practice, and 172 in the regular classes of the School. These were from 23 counties. The course of study covers well the studies required to be taught in the public schools, and as much professional work as possible with the money at command. The pupils with the certificate of completion of the course get good first-grade certificates from county superintendents and make good teachers for the negro schools. The Board of Managers are from the best white citizens of Franklin County, and the teachers of the School are well qualified for the work in hand.

“Salisbury.—This school receives \$1,400 from the State annually. The average number of students in the regular classes reach about 120, with a practice and observation school additional. The local Board are of the best citizens of the town. The white citizens of the community are pleased with the School, and proud of its record for good. They turn out in large numbers to witness its exercises and give encouragement to the teachers in charge. Term, 30 weeks.

“Elizabeth City receives an annual appropriation of \$900. The principal is a first-class man and teacher, and does excellent work. The session of 1893-94 continued 40 weeks. It has a

school for observation and practice. It had enrolled in its regular classes 173, from 17 counties; males 58, females 115. 58 of the pupils hold certificates from county superintendents, authorizing them to teach in the public schools, and others of them are competent to do fairly good work. The School has a principal and two assistants. Part of the fund to pay the teachers is contributed by individuals, black and white. The practice school educates in elementary branches many negro children in and around Elizabeth City. The School has the hearty sympathy of the white citizens.

“Plymouth. — The session of this school for 1893-94 continued 40 weeks, with an enrolment of 161 pupils; males 50, females 111. The principal is a thoroughly good man, teacher, and manager. The State gives annually \$1,400. The School is well managed, and is in good repute.

“Goldsboro’. — The session of 1893-94 continued 40 weeks; four weeks of the forty was a general Colored Institute for the colored teachers of the contiguous territory. The Normal School enrolled 149 students; males 39, females 110. The State appropriates \$1,400 annually. The good people of Goldsboro’ give the School every encouragement, and attend its public exercises in large numbers. There were 57 teachers from Wayne and the adjoining counties enrolled in the four weeks’ Institute. Much good was done by this Institute.

“The Fayetteville Colored Normal School does about the same work in quality and amount as the other schools. It gets \$1,500 from the State, and has existed since the summer of 1877. The State does not own a foot of land nor a house for any of these schools. The towns and people where located furnish the buildings free of charge to the schools. Every dollar, therefore, goes to support the teaching force and for small incidental expenses. These six colored schools, at a cost to the State of \$8,000 annually, have done much in supplying the force of colored school-teachers now at work in the State, and have elevated the character and qualifications of the teachers far above what they would have been, and have saved the money for negro education from being wasted.”

SOUTH CAROLINA.

The Superintendent of Education, Hon. W. D. Mayfield, in his report, says : —

“Winthrop College has had the most prosperous year in its history, and closed its session without the slightest friction during the entire year. Necessity will force us to continue our operations for another year in the city of Columbia. The capacious and handsome building being erected at Rock Hill will not be completed in time to make the transfer. Claflin has had a prosperous and satisfactory year. The South Carolina College Summer School was most successful. All who attended are loud in praise of the good work done, and appeal to me and the College authorities to make it permanent. The Board of Trustees have passed resolutions looking to that end.

“Teachers’ Institutes were held in thirteen counties, being generally well attended. The faculties were strong, and did successful and progressive work. Other counties would have held Institutes but for the College Summer School, many of the teachers preferring to attend it. The length of the average session of the public schools has been increased, the enrolment increased, and the interest in them is greater than ever before. Clemson College has had about 580 students, and is doing satisfactory work. The main college building was destroyed by fire, but is being rebuilt, and will be completed by January, 1895. This caused interruption, of course, but did not produce a cessation of work, another building being used for class-room work. All of the male and female colleges in the State have had larger patronage this year than ever before.”

Since our last meeting, the corner-stone of the Winthrop Normal and Industrial College was laid at Rock Hill, and the birthday of the Chairman — “whose name is now a part of the name of this College, and must henceforth be linked with its future” — was chosen as the fittest time for the impressive ceremony. This day will be celebrated

hereafter uniformly in connection with the College, and the memory of "a man of noted ancestry, of ripe scholarship, the highest integrity and character, the broadest statesmanship," will be "forever connected with one of the noblest and most beneficent of the public institutions of South Carolina." This College, to be changed in its location from Columbia to Rock Hill, with enlarged name and scope of activity and usefulness, is the Winthrop Normal College so well known to us. The building will be in full view of one of the most popular routes of travel between New York and Florida. When completed and furnished, it will cost about \$200,000, and will be "the largest woman's college of the kind in the Union." "The occasion," said Governor Tillman, who delivered the introductory address, "was a great and glorious day for South Carolina," and was proof of the profound and widespread interest which drew together several thousand people. A marked feature was the "unanimity with which men of all classes, conditions, and ideas joined hands" in erecting the school and in celebrating its advent. The new name indicates that along with normal will be industrial training, but the training of teachers will in no sense be subordinated to the important work allied with it. Public sentiment in South Carolina coincides with the resolution adopted at the late meeting of the National Educational Association, "that education in the public schools may do its perfect work, the first and chief requisite is that no person shall be permitted to teach who has not been well grounded in scholarship, and who has not received thorough professional training."

Distribution of Income since October 1, 1893.

ALABAMA.

Scholarships in Peabody Normal College	\$1,917.81
Teachers' Institutes	900.00
Florence Normal	1,500.00
Troy	1,200.00
Montgomery	800.00
Tuskegee	600.00
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	\$6,917.81

ARKANSAS.

Scholarships	\$2,190.60
Training School, Morrilton	1,450.00
“ “ Jonesboro'	1,450.00
Other Training Schools	2,000.00
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	\$7,090.60

FLORIDA.

Scholarships	1,099.60
Teachers' Institutes	1,400.00
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	2,499.60

GEORGIA.

Scholarships	2,606.20
Milledgeville Normal	1,800.00
Public School, Brunswick	500.00
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	4,906.20

LOUISIANA.

Scholarships	1,486.20
Natchitoches Normal	1,750.00
Institutes	1,300.00
Public Schools	400.00
Southern University	200.00
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	5,136.20

MISSISSIPPI.

Scholarships	1,520.95
Institutes	3,000.00

4,520.95

NORTH CAROLINA.

Scholarships	2,752.25
Greensboro' Normal	3,000.00
Franklinton, \$150; Salisbury, \$200; Elizabeth City, \$350; Plymouth, \$150; Goldsboro', \$150	1,000.00

6,752.25

SOUTH CAROLINA.

Scholarships	\$1,558.55
Winthrop Normal College	1,500.00
Clafin University	1,800.00
Georgetown Public School	300.00
Beaufort " "	300.00

\$5,458.55

TENNESSEE.

Scholarships	3,607.20
Institutes	2,000.00

5,607.20

PEABODY NORMAL COLLEGE.

Salaries	12,700.00
Library	500.00

13,200.00

TEXAS.

Scholarships	2,768.70
Sam Houston Normal	2,500.00
Prairie View	250.00
Institutes	2,000.00

7,518.70

VIRGINIA.

Scholarships	2,310.55
Institutes	2,000.00
Farmville Normal	1,500.00
Hampton "	1,300.00
Petersburg "	300.00

7,410.55

WEST VIRGINIA.

Scholarships	1,618.70
Normal Schools	1,000.00
Institutes	1,900.00
Public Schools	100.00
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	4,618.70
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	81,637.31

J. L. M. CURRY,
General Agent

WASHINGTON, D. C., Sept. 30, 1894.

Dr. CURRY also offered President PAYNE'S Report, which was accepted, and will be found in the Appendix.

Mr. MORGAN, the Treasurer, made his Report; but as there have been during the year no material changes in the investments, it is not here given.

Mr. MORGAN'S account was referred to Mr. HENRY and Judge ENDICOTT as an Auditing Committee; and to them also was referred the account of Dr. CURRY, the General Agent.

On motion of Mr. MORGAN, the Hon. GEORGE PEABODY WETMORE, of Newport, was unanimously chosen a Trustee to fill the vacancy caused by the death of Mr. CHILDS.

On motion, it was voted that a Special Committee of three, in addition to Dr. CURRY, the General Agent, be appointed, who should visit the Normal College at Nashville, and make a Report at the next Annual Meeting of the Board; whereupon Bishop WHIPPLE, Chief-Justice FULLER, and President GILMAN were named for that purpose.

The Standing Committees were then appointed as follows : —

Executive Committee : Chief-Justice FULLER, Hon. WILLIAM A. COURTENAY, Hon. WILLIAM C. ENDICOTT, DANIEL C. GILMAN, LL.D., Hon. CHARLES E. FENNER, with the Chairman, Mr. WINTHROP, *ex officio*.

Finance Committee : Hon. WILLIAM M. EVARTS, President GROVER CLEVELAND, Hon. WILLIAM WIRT HENRY, Hon. JOSEPH H. CHOATE, Hon. GEORGE PEABODY WETMORE, with the Treasurer, Mr. MORGAN, *ex officio*.

The Chairman was authorized to fill any vacancy that might occur in these Committees.

Mr. HENRY, for the Auditing Committee, reported that the accounts of Mr. MORGAN, the Treasurer, and of Dr. CURRY, the General Agent, were found to be correct and properly vouched; which Report was accepted.

Bishop WHIPPLE made a motion that the sum of \$500 — if in the judgment of the Executive Committee it is practicable — be appropriated for the purchase of books for the Normal College at Nashville, the same to be expended under the direction of President PAYNE, which was duly passed.

On motion of Mr. HENRY, it was voted that an account of the Peabody Education Fund, prepared by Dr. CURRY, be referred to a Committee, who should consider the expediency of its publication; whereupon Mr. WINTHROP, the Chairman of the Board, Mr. HENRY, and Dr. GREEN were appointed as such a Committee.

Bishop WHIPPLE offered the following : —

The Committee appointed to prepare the minute in memory of their lamented associate GEORGE W. CHILDS report : The Trustees of the Peabody Education Fund do express our deep sympathy for his bereaved family and associates. We were glad when Mr. Childs was chosen to fill the vacancy made by the death of his and our friend, Anthony J. Drexel. In the all-wise Providence of our Heavenly Father, Mr. Childs was not permitted to take part in our deliberations ; but, as the friend of Mr. Peabody and one who felt a deep interest in the beneficent purposes of this trust, his death was a personal loss.

Mr. Childs was a representative of the best type of our American manhood. Trained in a life of toil, self-educated, winning a foremost place among his fellows, reverent and grateful to God, just and generous to his fellows, he was a noble example of family and civic virtue. Few of our people were more widely known and beloved at home and abroad. As a wise almoner for God to his brother men, he learned his Master's lesson that "it is more blessed to give than to receive." He will be remembered at home and abroad as a large-hearted philanthropist, a man of unsullied reputation, and a Christian gentleman.

H. B. WHIPPLE,

Chairman.

On motion of Dr. GREEN, it was —

Voted, That a special appropriation of \$500 be made to Dr. PAYNE for the ensuing year, in addition to his regular salary.

The Hon. J. L. M. CURRY was unanimously re-chosen General Agent.

Mr. J. PIERPONT MORGAN was re-elected Treasurer, and a sum not exceeding \$750 appropriated for clerical assistance.

The other officers of last year subject to election were re-chosen.

It was also voted that the next Meeting of the Trustees be held in New York, on the first Thursday of October, 1895, with a discretionary authority to the Chairman, with the advice and consent of the Executive Committee, to make any change of time and place which may prove desirable.

The Annual Meeting of the Trustees was then dissolved.

SAMUEL A. GREEN,
Secretary.

APPENDIX.

PEABODY NORMAL COLLEGE, NASHVILLE.

TO HON. J. L. M. CURRY,

General Agent of the Peabody Board of Trust :

I TAKE pleasure in submitting to you my seventh Annual Report as President of the Peabody Normal College.

From all essential points of view, the year just closed was the best since my acquaintance with the College began. As will be noted hereafter, the enrolment was somewhat less than for the year preceding; but this fact, considered in its main cause, is itself a mark of improvement and progress. What I may call the spirit of the school — its docility, loyalty, earnestness, scholarly and professional zeal — has reached a higher mark than ever before, and furnishes just grounds for confidence in the future of the College. One of the highest tests of a school is the degree to which its pupils are responsive to the opportunities offered them; and in this respect it is the unanimous testimony of all who have to do with our students in the way of instruction, that their eagerness to profit by every advantage placed within their reach has become a characteristic of the school. I feel bound to say that of all the students I have ever known these are the most teachable and industrious. The cause of this gratifying state of things is not difficult to find. Neither fashion nor compulsion brings the student here, but a sense of need and an ambition to learn the elements of a noble profession, to the end that a higher service may be rendered the public. The common ambition is benevolent and patriotic.

STATISTICAL TABLE.

THE FOLLOWING TABLE EXHIBITS THE ATTENDANCE BY STATES FROM THE DATE OF THE ORGANIZATION OF THE NORMAL COLLEGE, IN 1875, TO MAY, 1894.

STATES.	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894
Alabama . . .				3	7	9	12	12	11	12	10	14	13	16	19	26	23	32	27
Arkansas . . .				4	6	7	9	7	5	9	8	10	11	12	14	18	21	23	23
California . . .																			
Dist. of Columbia . . .																			
Florida . . .			2	2	8	11	12	6	5	5	5	1	2	1	2	2		11	9
Georgia . . .			10	15	20	23	23	14	14	12	14	15	15	22	28	39	37	36	46
Indiana . . .																			
Indian Territory . . .																			
Iowa . . .																			
Japan . . .																			
Kentucky . . .																			
Louisiana . . .				2	2			7	6	4	5	8	9	9	11	17	13	13	1
Mexico . . .																			
Michigan . . .																			
Minnesota . . .									2				1	3	4	2	4	3	3
Mississippi . . .				7	12	14	17	14	15	14	7								
Missouri . . .																			
Nebraska . . .																			
New York . . .																			
North Carolina . . .						6	6	13	12	11	12	15	15	15	19	24	26	27	30
Ohio . . .																			
South Carolina . . .					6	8	7	6	6	7	8	10	10	13	13	11	13	20	19
Tennessee . . .	59	91	94	87	53	60	62	55	59	66	57	73	69	151	203	216	251	311	256
Texas . . .				6	12	14	17	9	7	7	8	10	10	10	13	20	29	32	24
Virginia . . .	1		7	5	8	9	8	11	9	15	14	15	16	16	17	20	22	22	17
West Virginia . . .								3	3	3	5	6	6	9	12	15	19	15	17
Total . . .	60	91	113	131	137	161	173	157	154	165	153	178	177	280	359	422	470	560	508

The common purpose is to do good and to promote the welfare of our common country.

In respect of quality, the membership of the College has never ranked so high as now. This result is due to the gradual rise in the standard for admission, particularly at the last entrance examination, when a considerable number of applicants were found disqualified, and many were prevented from attempting to enter because they saw they were unequal to the new tests. To raise the grade of a school whose membership is recruited from such a wide territory as ours is not an easy feat. The great bar to progress in Southern education is the lack of good secondary schools. In a few of the States tributary to this College, there is, relatively speaking, a considerable number of such intermediate schools, and in these quarters there has been considerable impatience at what has seemed the low standard of scholarship required for admission; but in the larger number of States, there is a dearth of good preparatory schools, and any considerable rise in the standard for admission would cut the College off from its quota of scholarship students. The only safe course to pursue has seemed to be to require a little less than the best-equipped States are able to supply, and a little more than those less favored can grant except under considerable stress. The new requirements are one year's work in Latin, two Books of Geometry, and two English Classics. The results of the last competitive examination have not been reported in full, but enough is known to confirm the prediction implied in the previous statement, that the tests have been comparatively easy in some States and quite difficult in others. In one instance a second examination has been ordered, the first having failed to fill the quota with qualified students. The fact is reassuring that a determined effort is making to respond to the new requirements. The reflex effect on preparatory schools is wholesome in the extreme, so that both parties interested are substantially and permanently helped.

Along with these new requirements placed on scholarship students, the lowest class in the College has been discontinued, so that there is now a single uniform standard for admission to the College; and an interval of two years, instead of one, has

been placed between the L. I. degree and the subsequent Bachelor's degree.

It cannot be doubted that the final effect of these changes will be beneficial from all points of view ; but it seems certain that one immediate effect will be a considerable reduction in membership, — probably a falling off of one hundred students. Considering the obvious gain in the quality of our membership, I do not deplore this reduced number of students. Indeed, with our present equipment in the way of space and teaching force, a membership of four hundred is a sufficient tax on our resources.

An analysis of the attendance during the year 1893-94, as compared with that of the year preceding, exhibits the following facts : there has been a falling off, in the aggregate, of 52 students ; from the States outside of Tennessee there has been a gain of 3 ; the falling off from Tennessee has been 55, and of this last number 43 were residents of Nashville. It appears, therefore, that the decrease in enrolment is a local incident, the cause of which lies in the more rigorous requirements imposed for admission. It had been the custom for several years to admit students from the city taking partial courses or select studies only ; but at the opening of last year a new regulation was enforced, requiring at least fifteen hours' work a week from every student admitted. This effectually cut off a considerable number of these irregular students.

The distribution of students among the several States, from the organization of the College to the year 1893-94 inclusive, is shown in the table which accompanies this Report.

For several months, systematic work has been in progress to ascertain a sort of *curriculum vite* of each student since leaving college, for the purpose of determining to what extent the school is fulfilling the purpose for which it was organized. As might have been anticipated from the dispersion of so large a number of students over such a wide area of territory, this task has proved a slow and difficult one, and at this date only partial returns have been received ; but the undertaking is one of great importance, and every proper effort will be made to carry it forward to completion. In a supplement to my next Annual

Report, I hope to be able to communicate to the Board of Trust full information bearing on the lifework of the young people educated in the Peabody Normal College.

So far as I can judge from the facts coming to me, this professional school is steadily growing in favor with the educational public. Its graduates almost uniformly grow in the esteem of those who employ them, and their promotion to places successively higher indicates that they possess those lasting qualities which it is the aim of the College to give,—scholarship and skill. Much discredit has been thrown on schools of this class by the base uses to which the word “normal” has been put, and this association has done much toward making the term synonymous with pedantry, shallowness, and pretence. One distinct aim in the administration of the school has been to earn for it the respect and confidence of scholarly men by insisting on solid acquirements in learning, and by promoting among our students the rise of the scholarly spirit. If our graduates are not learned, they at least have that consciousness of their limitations which is the beginning of wisdom.

The length of the College course proper is two years, and though it has been enriched and extended from year to year, and is as substantial and full as such a course can well be, there is a well-grounded feeling among students that this course does not suffice for the ends they have in view, and that the L. I. degree is not the proper degree for a professional teacher. The spirit of the school inclines students very decidedly towards the attainment of university degrees proper; and it is my belief that the real strength of the school lies, and is to lie more and more, in its upper or university courses. I think an honest comparison will show that our courses leading to Bachelor's degrees are superior to the corresponding courses offered by Southern colleges of the better sort; but they are manifestly inferior to those of the typical American college. It is just to try one's school by the higher local standards, for in college administration, as well as in all other forms of life and growth, account must be taken of environment; but schools must also be made to grow into likeness with higher standards if they are to respond to the needs of a progressive society.

The extension to two years of the interval between the Licentiate degree and the Bachelor's degree has been made in the line of the policy just indicated. So far as opinion has been heard on this point, this change has received the hearty approval of students and alumni. There is a general feeling that the diplomas and degrees from this College should mean more and more, — that they should have a substantial and growing value as passports to preferment.

The regulation which, in making scholarship appointments, gives precedence to students who have been in college one year or more at their own expense, is not only a measure based on justice to earnest and enterprising youth, but is a simple means of prolonging the student's residence, and thus of extending his scholarship and professional knowledge. The growth of our higher classes is due in large measure to this simple piece of legislation, which has now so amply justified itself that it has become an essential part of our college polity.

While insisting so much on broad and accurate scholarship as the basis of the teacher's career, our course of study is emphatically professional, not in the narrow and mechanical sense of teaching a set of rules, but in the liberal sense of teaching doctrines and principles. There may be need of teachers whose highest professional attainment is method, and there is no lack of schools which limit themselves to this function : but this College is consecrated to a higher and nobler purpose, — through liberal training, the preparation of teachers for the practice of a liberal art. The servile use of rules is fatal to educational work of a high order, which requires versatility and freedom ; which, in turn, flow from the comprehension of the larger truths and doctrines constituting educational science. When method is the application of doctrine to specific cases in practice, it acquires its proper place and value, and relieves teaching of its dreary mechanism. Our professional work now covers a period of four years, and is made liberal in the same sense that literature, science, history, and philosophy are liberal studies.

The most gratifying progress has been made in the organization of the Winthrop Model School, and it is now serving high uses that I did not anticipate. The tenth grade, constituting the

second year of the High School, will be added at the opening of the next session, and this will receive the students who, under the old organization of the College, would be included in the Freshman Class. The entire building will now be occupied by this Model School, which is attracting more pupils than our space will accommodate. The revised course of study connects the Model School organically with the College, and I see nothing but prosperity for this adjunct of which I have had such high hope. It is still a school of observation, a sort of clinic, and will continue such until it becomes clear that some better use can be made of it.

The two local Boards continue their hearty co-operation with the Peabody Board of Trust and with the administration of the College, and their only thought and purpose is to help the school on its prosperous way. The College has the sympathy and respect of the entire community in a high degree, and all are looking forward hopefully to the action of your Board which shall make Nashville the permanent location of this living monument to the memory of George Peabody.

It pains me to record the death, in February last, of one of the truest and most zealous friends of the College, Mr. Edward D. Hicks, Secretary and Treasurer of the Board of Trustees of the University of Nashville. He had retired from active business in the city, and out of love for the University and the College was giving his best thought and most cheerful service to the needs of this institution. I had learned to lean heavily upon him for advice and aid, and I can but regard his loss as both a public and a personal calamity.

To yourself and to the venerable President of your Board, Mr. Winthrop, I am under more obligations than I can recount, for sympathy, advice, and substantial aid in many forms. Many times, without these generous helps, I should have faltered, but with them I find the administration of this growing school the great pleasure of my life.

With great respect.

WILLIAM H. PAYNE,

President.

NASHVILLE, TENN., Aug. 28, 1894.

EXTRACTS FROM AN ADDRESS OF HON. J. L. M.
CURRY, BEFORE THE LEGISLATURE OF MISSISSIPPI,
JAN. 17, 1894.

THIS is an assembly of practical men, charged with matters of highest public concern. Under the new and changing conditions of civilization, subjects of government interference have been multiplied, and come close to the well-being of the State and its citizens. Large intelligence, acquaintance with political history, broad patriotism, are necessary in the legislator. In foreign countries, a person charged with a trust, involving power to shape economic or financial policy, must have had an education, scholastic or business, to fit him for the position. In the absence of that experience or education, there is need for the industrious and intelligent use of all means of information. We live in an age of tremendous activities. There were never so many difficult problems pressing for solution. The saloon; restricted immigration; paupers and criminals; government partnership in business; systems of taxation; basis, uses, and functions of money, ratio to volume of business; conflict between productive and propertied classes; relations between capital and labor; lawlessness from sense of wrong and oppression, from law's delay, from inadequate notions of the dignity and sanctity of law and of the necessity of government; purification of politics, and the spoils system; political and private ethics; corporate and personal conscience; civil control of public schools; economic order based on collective means of production and associated labor, instead of on industry carried on by private competition, — are among the questions demanding consideration. Some may be postponed; some belong to other tribunals.

The assembling of a Legislature creates expectations of legislative relief. In our country, there is a prevalent disposition to call on Hercules, as if government was a sort of second-hand providence, forgetting that best laws have no magical, supernatural virtue. Laws, said Macaulay, do not act like Aladdin's lamp;

priestcraft, ignorance, the rage of contending factions, may make good institutions useless. The first of your inquiries is, What is most needful for the prosperity of the State? Agriculture is the vital interest. Eight-tenths of the people are engaged in and dependent upon it. Grievously has it suffered from want of intelligent supervision, bad tillage, little diversity of crops, bad roads, restricted markets, stupid labor, which is not interested in results and is without stimulus to improvement. Unused and wasted powers of nature contribute nothing to wealth or civilization. Clay in bed before becoming brick, iron ore, stone in quarry, standing timber, are of little utility. Flowers may be modified according to apportioned light. Kept in partial darkness, they lose the habit of blooming, and propagate by offshoots. Shape, structure, fruitfulness, are modified by cultivation. So the light of education affects the human mind; and man is, in large degree, the product of environments. Uncultivated men bring to a State no prosperity or happiness. Worse than that, they are dangerous elements in society, and hinder improvement by persistence in narrow views. They are fit tools for anarchist and demagogue. We cannot safely have a stratum of ignorance and prejudice under free institutions, nor wisely consent to put a powder magazine under our homes. We cannot so subjugate and enslave the human soul that it will not be restless and discontented and have a consciousness, an intuition, of the rights of manhood. Labor, besides, has become a potent factor in the political world, and incendiaries and faddists are eager for all available agencies for their aggrandizement. I know what the workman wants is the simplest and cheapest government, where no partial favors are accorded to individuals or classes, and where taxation is confined to the legitimate purposes of an economical administration. Ordinarily, Federal, State, and municipal expenditure is an unproductive outlay, even when made for defence, and taxation diminishes the fund available for labor; but taxation for schools operates to the increase of prosperity, to the advantage of the laboring classes, to the security of representative institutions. The advent of the Republic in France compelled men to see that to make primary education compulsory was the necessary guarantee of social order and of the recovery of the country

from the disastrous effects of the Franco-Prussian War. After the Reform Bill of 1832, English Liberal politicians directed attention to public education. Wendell Phillips said, "There is no true statesmanship which does not devote itself primarily to education."

What, then, is needed? A well-sustained public-school system under State control, *good enough for the richest, cheap enough for the poorest*, where *all* can receive the elements of a good education from competent teachers, without money and without price. The Lord Chancellor of England recently said that "in the competition of the future, education will play no little part. The nation which educationally is best equipped will have an enormous advantage, and those which neglect education will be left far behind." The schools should prepare girls and boys for self-support in case of need, and furnish an education relating to the industries to those who must work. Our school training has been defective, too limited in scope. The gap between school and real life seems painfully wide to men engaged in actual business. Seventy-eight per cent of children never go higher than primary grades. Purely intellectual studies have had the monopoly, and no opportunity for training in the practical industries of life has been furnished. We have had a narrow oligarchy of studies, an artificial classification of knowledge. The old college curriculum left students ignorant of the modern languages, of the sciences, of nature and humanity. Fortunately, we are getting broader views, and the old assumption of an essential difference in the scholastic value of studies has been much modified.

We may now assume that popular education is a matter of State concern and a public obligation, and that it should be universal, thorough, and gratuitous. The progress has been remarkable. Free schools came with a conquering army. Let them have credit for that much. Despite prejudice of origin, they have demonstrated their usefulness, and indispensableness, and are here to stay. The Constitution of 1890 requires that four months of free schools shall be provided by the State for children of educational age, and local communities may supplement the general revenues.

1871	45,429 black pupils	}	111,688
"	66,257 white		
1892-93	180,464 black	"	
"	154,459 white	"	
Expenditure in 1880	\$830,704.	
"	1892-93	\$1,192,844.	

Last year, 5,986 public schools, 17,922 teachers, and 334,923 children, out of an educable population of 516,183.

Dry statistics convey no adequate idea of improvement. The examinations of teachers have been more rigid, and yet the number of certificated ones has increased. The profession of teaching gets an academic standing alongside of law, medicine, and theology. In every county is a fund for a teachers' library, and Teachers' Institutes have been held and prolonged under trained experts.

There is nothing in human civilization comparable to the spirit, energy, patriotism, self-sacrifice, and mastery of prejudice, with which the Southern people have met the responsibilities and obligations of the new conditions of emancipation, of enlarged citizenship and suffrage. In 1865, the bottom dropped out. The newly enfranchised had nearly as much available property as their late masters. In 1860, the assessed value of property in the South was 44 per cent of the total in the entire country, or \$5,200,000,000. In 1870, it was reduced to \$3,000,000,000, while the whole had advanced to \$14,170,000,000. The South grew poor; the North and West grew rich. In 1870, Massachusetts had \$1,590,000,000, against the \$3,000,000,000 of the South. Massachusetts listed half as much property as the whole South. In 1860, Mississippi was the fourth in rank in wealth in proportion to inhabitants; in 1870, she dropped to the thirty-fourth. In 1880, the South was poorer than in 1870.

It was when in poverty and grief that the great-hearted philanthropist, George Peabody, dowered the South with the princeliest benefaction that history records. A Massachusetts man came to our succor, gave \$2,000,000, and afterward enlarged the sum to \$3,000,000. From the income of the Peabody Fund, Mississippi has received \$75,378, and has had educated

at the Normal College 131 students, most of whom are now in school work in the State.

Your kind attention to what I am saying will justify several suggestions along the line of completer efficiency of the school system.

(a) Adequate machinery is essential.

(b) School buildings properly located and suited to their purpose in structure, equipment, and surroundings. Some are seriously defective in location, light, ventilation, class-rooms, furniture, and play-grounds. Suitable houses should be supplied at the public charge, preferably by local contributions. The relation of mind and body should make us careful as to hygienic conditions and the physical state of the pupils. Apart from the senses, there are no avenues to the mind. We know the mind only through the body. For every psychological manifestation, there is a correlated physical process.

(c) The staff of teachers should be sufficient in number, adequately paid, and fully qualified by character and attainments. It is an axiom admitted by all that the quality of the teaching and of the education given in our schools depends on the character, knowledge, skill, and ability of the teachers. The training of teachers should develop their sense of public duty, the civic and public character of their functions, and their responsible relation to the community as a whole. No requirement is so important as that of good teachers. Tyndall said: "A power of character must underlie and enforce the work of the intellect. There are men who can so rouse and energize their pupils as to make the hardest work agreeable. Without this power, it is questionable whether the teacher can ever really enjoy his vocation. With it, I do not know a higher, nobler, more blessed calling than that of the man who, scorning the cramming so prevalent in our day, converts the knowledge he imparts into a lever to lift, to exercise, and strengthen the growing minds committed to his care." To secure a good supply and magnify the office, the career must be recognized as honorable, the self-respect of the teacher must be maintained. Some English advertisements require a teacher to be a communicant of a designated church, to play the organ, and teach in the Sunday-

school. He is looked upon as a useful denominational or sectarian auxiliary. The assured and dignified position of teachers in many countries of Europe, as officers of the State, goes far to secure a high class of teachers, in spite of the low salaries which prevail. Scholastic efficiency and teaching ability should determine the first appointment and the continuance of the teacher, and he is unwise to ask for security of tenure irrespective of complete efficiency. Educational machinery and appliances are of little value if the teacher be deficient in character, attainments, and professional skill. Normal schools are the expedients for accomplishing the preparation of teachers. Those who are familiar with foreign training colleges know how deplorable is the contrast with us, — how much wider, more thorough, more intellectual, is the range and the tone of the teaching in them. Bad teaching is the worst economy, being a terrible waste of time and money and mind and opportunity.

(*d*) Pupils should be classified and graded, and schools should be so organized as to secure the greatest economy and concentration of force, in order to produce the best educational results.

(*e*) State and local revenues, and general and local superintendence and responsibility. In accordance with our theory of local self-government, and for intelligent supervision, the revenues and the machinery for administering should be largely local. Pliny, writing to Tacitus, said that while men may be careless in paying out another man's money, they will exercise discretion and care when they pay their own money, and will be prudent in the use of contributions when they have to add to them out of their own pockets. Schools should be a part of our organic life, and under the representative management of the community. We must link the school to the public life, if we would have efficient schools. Expediency and principle require public management. No dollar of public money should ever be given, unless State or community can follow in its disbursement, and demand accountability for its right civic use.

Some rigid economist may ask, What is the utility of this ceaseless expenditure, this costly machinery? Does it pay? As this is a materialistic age, let us test by dollars and cents.

Mississippi is pre-eminently agricultural: she has few manufactures, little commerce, no mining; but her alluvial lands are as fertile as the Delta of the Nile. Her prairies are productive. Cotton, cereals, grapes, fruits, grow luxuriantly. She has vast forests of timber, and a genial climate, inviting immigration. Since the introduction of labor-saving machinery, one man's labor is more effective than was the labor of ten men formerly. One day now represents fully double the product — comfort, necessities, available luxuries — of former days of hard toil. The substitution of machinery has been the evolution of agriculture, and machinery demands educated intelligence. It is sometimes said that in farming, in field work, there is little occasion for intelligence, and to get an education is a useless waste of time. Man's occupation is not the whole concern of life, and does not include all duties or pleasures, but education helps in lowliest service. All animal force is under the control of will and mind; and in proportion as mind co-operates with hands, will man succeed in work. In sawing wood, in turning a grindstone, in spreading manure, needless force may be expended with less perfect results. Labor in the hands of ignorance is a waste, a tax; there is little adaptation of force to work, and it is attended with greater cost and less profit.

Human labor creates wealth. Each successive blow, wisely directed, adds to production or capital. Value is in the ratio of skill and appropriateness of exertion. The State is immensely interested in increasing the productive capacity of the laborers. Labor is not self-willed; behind is a controlling mind, and that mind is in proportion to development. The cost of education is infinitely less than the loss from ignorant, unskilled, uninventive labor. Sometimes we err in taking too limited views of labor. Reckless politicians and demagogues seek to gain their sinister ends by dexterous appeals to the ignorance, the prejudice, and the passions of "the laboring classes," by arraying the poor against the rich, by sowing seeds of class animosities and cupidities, by combination of mean action and hypocritical profession. No just man feels aught but respect for the toilers whose labor is the immediate cause of the production of wealth; but this does not mean mere muscular labor. The definition of

labor by Karl Marx and his school is too narrow. Manual labor is broadly assumed as the only source of wealth. This excludes inventiveness, sagacity, and decision in initiation, courage, skill in management, which are difficult and important factors in the work of production. Theories and terms are used, as if the community were divided into drones and workers. "Working classes," as a phrase, implies that those not included in the designation are idlers. Thirty years ago, Lord Derby was denounced by a working-man because he could translate Homer, but could not weave a stocking. The translation of Homer may have involved more physical labor than building a house or cultivating a field, and was infinitely more valuable. The great agricultural and engineering and mechanical improvements and triumphs of this century have not been wholly due to the "laboring classes." It is not well to under-estimate the co-operation of hand and head, to depreciate the value of culture and education to any human being, or to use epithets and hold opinions which tend to create and keep alive class antagonisms. Something else is needed besides mere physical exertion for producing material wealth, or gaining even subsistence. A true system of economics requires fullest culture of social, intellectual, and moral nature. McCormick, Armour, Edison, Eads, is no less a valuable laborer than he who makes corn or cotton to grow. Invention, discovery, machinery, intelligent supervision, industrial management, cannot be eliminated from production. "The great economic fact of modern times is the constant increase in the amount of wealth that results from the exertion of the same number of men." This increase in the productivity of industrial exertion is due to the application of science to practical life and to intelligent management. The increase is more the result of industrial ability in directing and utilizing labor than of mere muscular force. This ability does not end, as mere labor does, with the particular task, but extends to the labor of "an indefinite number of men upon an indefinite number of tasks." An inquiry into what labor produces will mislead, if this industrial ability be excluded. Labor, divorced from intelligence, from directive ability, will produce no more than in the past. National wealth rises with the increased application and effi-

ciency of industrial skill and ability. Deduct from wealth, from civilization, from human comforts, what capital and industrial ability have added, and there will be an immense decrease. We need such ability in agriculture as well as in manufacturing. Nowadays, men of imperial minds interest themselves in railroads, in commerce, in finance, in manufactures, — go elsewhere than into agriculture or — politics.

Some years ago, Mississippi took a bold step in establishing an industrial school for girls in Columbus, and the result has been most satisfactory. How to earn a living should be the necessary consequence of education. When a girl knows how to cook a dinner, cut and make a garment, care for a home, keep books, do typewriting, she has a power which may stand between her and what is worse than death. Mrs. Carlyle tells of sitting all one lonely night, aching in body and weary in spirit, watching a loaf of bread which might not turn out bread, after all. At a peat bog, sixteen miles from all conveniences, she was confronted with the fact that it behooved her to learn to sew, darn, cook, and make bread.

Have we been magnifying material things, trying to solve the economic problem, as if that were the Sphinx of life? Education has a wider scope than that. It is the unfolding of the whole human nature, the growing up in all things in our highest possibilities. The highest ideal of manhood is associated with *physical* development ; with *aesthetic*, giving a sense of the beautiful, and of technical skill in the arts ; with *intellectual* power, enabling us to observe, compare, classify, generalize, and reason. Pleasures of the senses pall upon repetition ; but pleasures of the mind continue and increase. A delicate dish soon wearies the palate ; but appreciation of a great poem or picture is lasting and reproducing. But true education implies cultivation of our moral nature, of conduct, of character. The supreme end is ethical, training to habits of self-control, honesty, truth, purity. To be well fed, well clothed, well sheltered, is not all of life. Without opportunity, without freedom, without love of justice and beauty, without a noble philosophy of duty and religion, life is a poor, mean thing ; and without man's spiritual and immortal nature, man himself and human history are without worth and without explanation.

